Nebraska State Improvement Grant
Evaluation Approaches

School Profile:
- Includes questions about the characteristics of site staff (e.g., numbers, number of years teaching, certified/non-certified, staff turnover, etc.)
- student demographics for both those with disabilities and those without disabilities, (e.g., numbers, free/reduced lunch, Title I, English Language Learners, etc.)
- student behavior indicators (i.e., office referrals, suspensions, expulsions and average daily attendance)
- resources available to respond to the behavioral and academic needs of students (e.g., behavior intervention team, problem solving room, school counselor; Title I, etc.)
- academic indicators of reading (collected in Year Two) and math (collected in Year Three) proficiency

School Evaluation Rubric (SER)
- a self-assessment tool used by sites to determine status and need in the areas of behavior and instruction
- staff rate the level of implementation of the five behavioral systems and one instructional system assessed by the SER
    - *System 1*: a Leadership Team which implements the strategic planning process
    - *System 2*: the School-wide Organizational System which involves all students, all staff and in all settings within a school
    - *System 3*: the Non-classroom Organizational System where supervision is emphasized in areas such as hallways, cafeteria, playground, and bus
    - *System 4*: the Classroom Organizational System where teacher(s) supervise and teach groups of students
    - *System 5*: the Individual Organizational System which deals with the specific supports for students who have or are at risk of experiencing school failure
    - *System 6*: the Academic Organizational System that focuses on integration of evidence-based academic skill support programs in key skill areas (i.e., language, reading, and mathematics).

Focus Groups
- obtain baseline data from each building about what was being done to improve behavior and achievement *prior* to NSIG
- Why buildings/districts became involved in NSIG
- How teams involved other staff/parents/community
- What worked
- Challenges
- Lessons learned

Logic Models
- a visual representation of how the subgrant projects will be implemented
- describe how sites intended to accomplish the goals of each project
- overall logic model across subgrants was then derived from individual sites' logic models
- depicts goals, partners, systems targeted, strategies/activities, outputs, customers, direct/intermediate outcomes, long-term outcomes

Training Evaluations
- rating scales and comments area to provide feedback on leadership development Academy Training

References

Nelson, J.R., & Ohlund, B. (1999). *The school evaluation rubric*. Tucson: University of Arizona.

Scheffler, M., Aksamit, D., Greenfield, M., Losh, M. A., Senseney, A., Schliesser, B., & Nelson, R. (2000). *The school profile*. Lincoln, NE: University of Nebraska-Lincoln.